

St. HOPE Public School 7

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Kari Wehrly, Principal

Principal, St. HOPE Public School 7

About Our School

St. HOPE Public School 7 (PS7) is a public, high performing, independent charter school operated by St. HOPE Public Schools and authorized by the Sacramento City Unified School District. PS7 educates students in grades TK-8 in a traditionally underserved community of Sacramento. PS7's mission is to graduate self-motivated, industrious, and critically-thinking leaders who are prepared to earn a degree from a four-year college, committed to serving others and passionate about lifelong learning.

Principal Wehrly initially joined St. Hope as a 6th grade math teacher and grade level chair. She has led PS7 Middle School since 2013-14, and in 2016-17 took on leadership of PS7 Elementary School as well. During her time at PS7 Middle School, Principal Wehrly has led her school to delivering rigorous instruction that puts the scholars on a path to and through college. PS7 Middle has consistently outperformed the district average on standardized assessments in Math, ELA and Science.

Contact

St. HOPE Public School 7
5201 Strawberry Ln.
Sacramento, CA 95820-4815

Phone: 916-649-7856
E-mail: info@ps7.org

About This School

Contact Information (School Year 2017-18)

Throughout this document "district" data references Sacramento City Unified School District, NOT St. HOPE Public Schools as a whole.

District Contact Information (School Year 2017-18)	
District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Jorge Aguilar
E-mail Address	superintendent@scusd.edu
Web Site	http://www.scusd.edu

School Contact Information (School Year 2017-18)	
School Name	St. HOPE Public School 7
Street	5201 Strawberry Ln.
City, State, Zip	Sacramento, Ca, 95820-4815
Phone Number	916-649-7856
Principal	Kari Wehrly, Principal
E-mail Address	info@ps7.org
Web Site	www.ps7.org
County-District-School (CDS) Code	34674390101048

Last updated: 12/22/2017

School Description and Mission Statement (School Year 2017-18)

PS7 is committed to providing students the skills and training necessary to become contributing members of their school, family, and community. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Students participate in a college preparatory program with low student-teacher ratios during an extended instructional schedule.

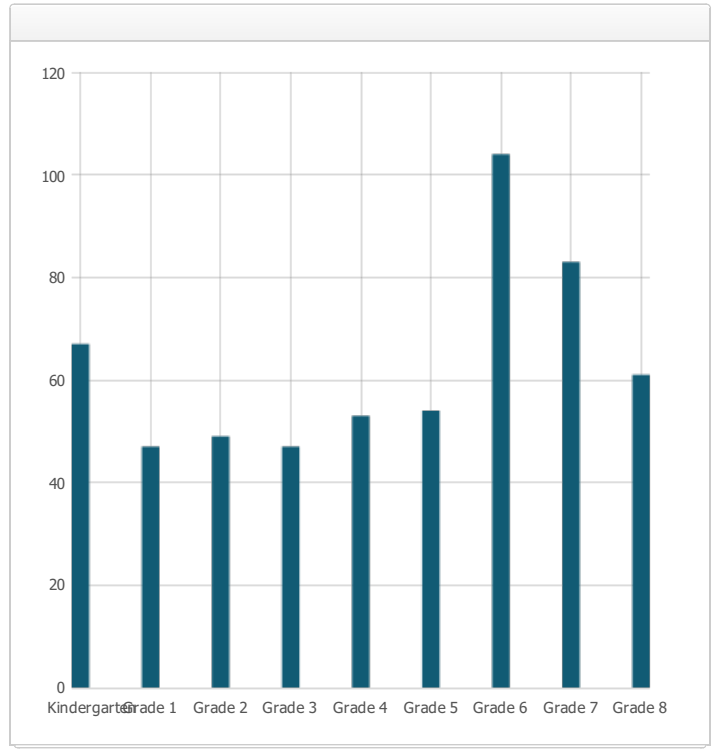
At PS7 our scholars received rigorous instruction that is aligned to common core and ultimately to getting our students to and through college. Our goal is for all of our scholars to demonstrate mastery of their grade level standards or to meet their individual growth goal that is designed to get them on track. Additionally, literacy is a huge focus at PS7 and we have a goal to have all scholars reading on grade level by the end of the year or making 1.5-2 years of growth.

At PS7 our mission is to graduate self-motivated, industrious, and critically-thinking leaders who are prepared to earn a degree from a four-year college or university, committed to serving others and passionate about lifelong learning. PS7 students will be well-prepared for high school, higher education, and employment. They will accept their rights and responsibilities as citizens in a democratic society.

Last updated: 1/9/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	67
Grade 1	47
Grade 2	49
Grade 3	47
Grade 4	53
Grade 5	54
Grade 6	104
Grade 7	83
Grade 8	61
Total Enrollment	565



Last updated: 1/9/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	64.4 %
American Indian or Alaska Native	1.1 %
Asian	2.1 %
Filipino	0.5 %
Hispanic or Latino	20.7 %
Native Hawaiian or Pacific Islander	0.5 %
White	2.1 %
Two or More Races	8.3 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.2 %
English Learners	4.6 %
Students with Disabilities	10.4 %
Foster Youth	1.2 %

Last updated: 1/9/2018

A. Conditions of Learning

State Priority: Basic

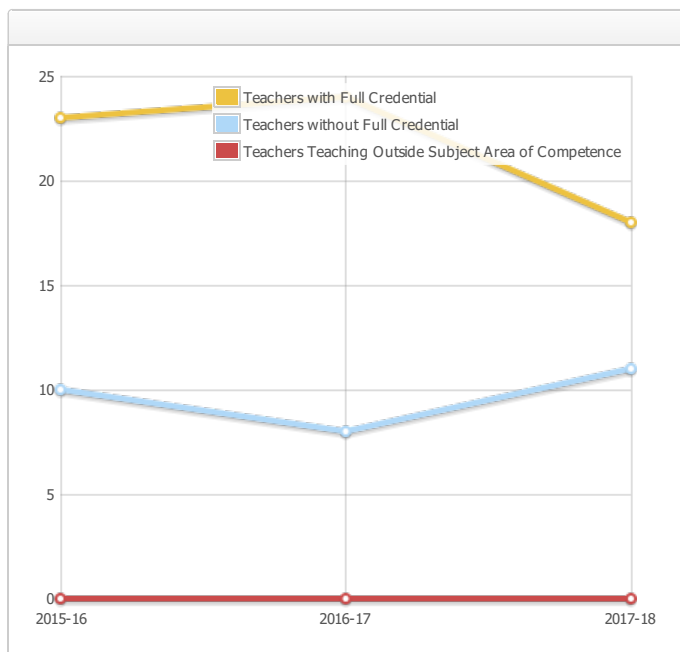
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

We do not have access to SCUSD's district numbers.

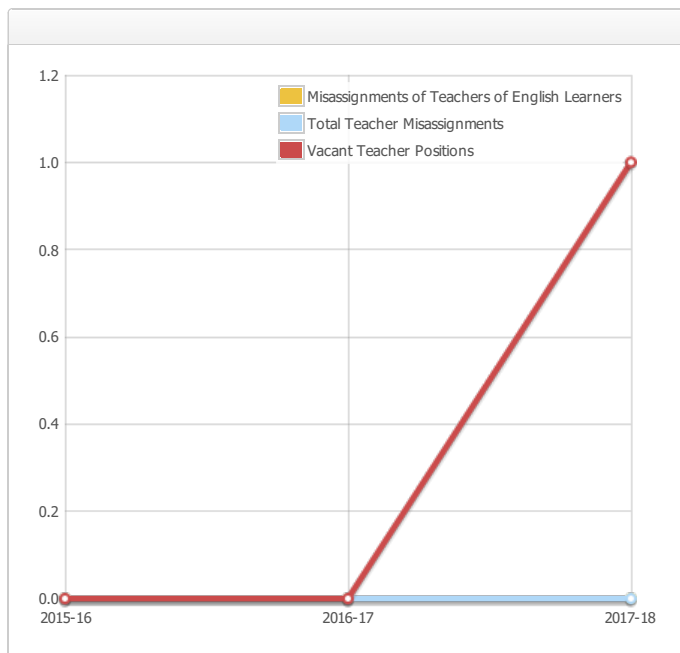
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	24	18	
Without Full Credential	10	8	11	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

PS7 Middle School shares a campus with Sacramento Charter High School and Oak Park Preparatory Academy. PS7 Elementary School has its own campus.

A Facilities Inspection was performed in September of 2017. Overall, the facilities are in good condition. Repairs are needed in the following areas:

- Roof repairs (ongoing for leaks)
- 9 elementary classrooms need new carpets
- Other minor repairs

Last updated: 1/9/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Walkways and blacktop at the elementary school need work.

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Good
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Last updated: 1/9/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Note: the data for State and District results was provided by the CDE and is for Grades 3-8 and 11. PS7 is only Grades 3-8, so these are not quite a like for like grade level comparison.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	39%	40%	39%	39%	48%	48%
Mathematics (grades 3-8 and 11)	32%	33%	30%	31%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	366	363	99.18%	39.94%
Male	193	190	98.45%	34.21%
Female	173	173	100.00%	46.24%
Black or African American	231	228	98.70%	35.53%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	81	81	100.00%	44.44%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	34	34	100.00%	55.88%
Socioeconomically Disadvantaged	321	319	99.38%	37.93%
English Learners	31	31	100.00%	32.26%
Students with Disabilities	43	42	97.67%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	366	360	98.36%	33.33%
Male	193	187	96.89%	29.41%
Female	173	173	100.00%	37.57%
Black or African American	231	226	97.84%	26.99%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	81	81	100.00%	39.51%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	34	33	97.06%	54.55%
Socioeconomically Disadvantaged	321	316	98.44%	31.01%
English Learners	31	31	100.00%	29.03%
Students with Disabilities	43	41	95.35%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	73.0%	74.0%	47.0%	47.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/9/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	24.4%	31.1%	31.1%
7	16.2%	10.8%	18.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

At PS7, each parent is asked to give 40 hours of service to the school yearly. This service comes in many forms such as attending school-wide events, chaperoning field trips, assisting in the classroom, tutoring students, etc. Families turn in their parent hours on a frequent basis and the school tracks parent participation. PS7 believes strongly that parental service in the school strengthens the school community. Parents not only add time, skill and talent to the education of students at PS7, but they also become more invested in the success of the school and the success of their child(ren). At PS7, the role of parents is integral to our success. The school consistently holds parent-teacher conferences and strategically plans out multiple and varied opportunities for families to get on campus, build relationships with the PS7 Team and other families and to contribute to the school-wide culture. There are opportunities for families to participate in planning activities for the school including the end of the year celebration/field day, college visits and other enrichment activities. Additionally, the school's School Site Council meets regularly to address specific Title I/ESSA issues and requirements.

PS7 also believes in frequent and open lines of communication between school and home. Students in TK-8 receive a PS7 Blue Communication Folder at the start of the school year. This folder is sent home with all of our scholars every Wednesday and our families know to expect to receive it every Wednesday evening. The folder includes weekly grade reports, behavior reports, grade level newsletters and important school-wide information on upcoming events. In the Spring of 2017, 91 percent of families said those communication folders help them stay informed and connected with the events occurring on campus. In addition, PS7 utilizes an online platform and cell phone app called Class Dojo. This allows families to get in the moment updates on the behavior choices their scholars are making. It is also leveraged to send individual messages to families as well as to send out school-wide announcements so that our families have access to information both online and in their weekly folders. Lastly, every member of the PS7 Team has a school cell phone that they are expected to have with them and on until 7pm nightly should a parent of student need to get in touch with them.

PS7 has also established many traditions that encourage families to come on campus and really be a part of the PS7 family. Traditions include a Summer Orientation for all families, a Quarter 1 Back to School Night, Fall and Spring Parent/Student/Teacher Conferences, an annual Book Fair including a Parent Night, a Literacy Night, Quarterly and End of Year Award Ceremonies, and Promotion Ceremonies for K, 5th and 8th grade. These events are well attended-- for example, in November 2017 at PS7's Fall Open House, a total of 238 families were in attendance (43% of PS7's TK-8 families).

Family Surveys (from CA Dashboard)

PS7 seeks regular feedback from parents and guardians in several ways, including via the bi-annual family surveys. The school encourages all families to participate in the surveys, and in the Spring of 2017, 66 percent of students' families responded. The surveys are optionally anonymous to promote honest responses, although the school and its classroom teachers invest students and families in the survey by tracking classroom completion rates and explaining how the survey results are used. In the Spring of 2017, 77 percent of families agreed or strongly agreed that PS7 communicates frequently and consistently, and 73 percent said their child's teacher makes them feel like part of a team dedicated to making their student successful.

Both PS7 and the overall St. HOPE network utilize results from the family survey to guide decision-making around policy and best practices to serve families. Questions are aligned between the winter and spring surveys, and standardized year over year to provide historical comparison so the school and network can assess the need for and impact of initiatives to encourage increased parent participation and input. In addition, survey questions are aligned to PS7's LCFF priorities and LCAP (Annual Measurable Outcomes of Goals 2 and 3) to ensure clarity around long-term goals and provide tracking toward those objectives. In order to strengthen the value of feedback and action items developed from family surveys, St. HOPE is establishing a relationship with an external survey administrator for 17-18, which will allow the network and its schools to benchmark their results against other schools across the country while still maintaining some continuity with the questions asked.

State Priority: Pupil Engagement

Last updated: 1/9/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

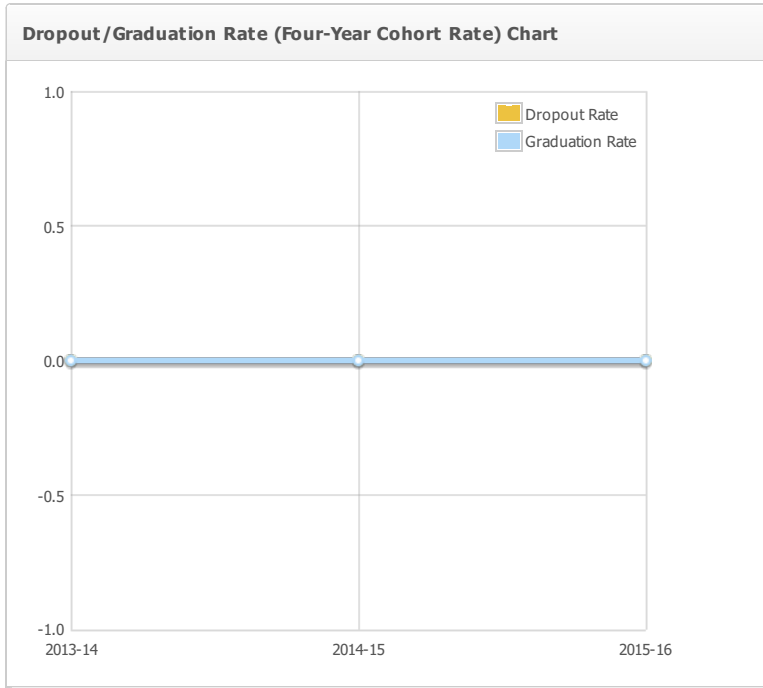
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation rate is 0.0 because PS7 is not a high school.

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.0%	80.3%	81.4%	81.0%	82.3%	83.8%



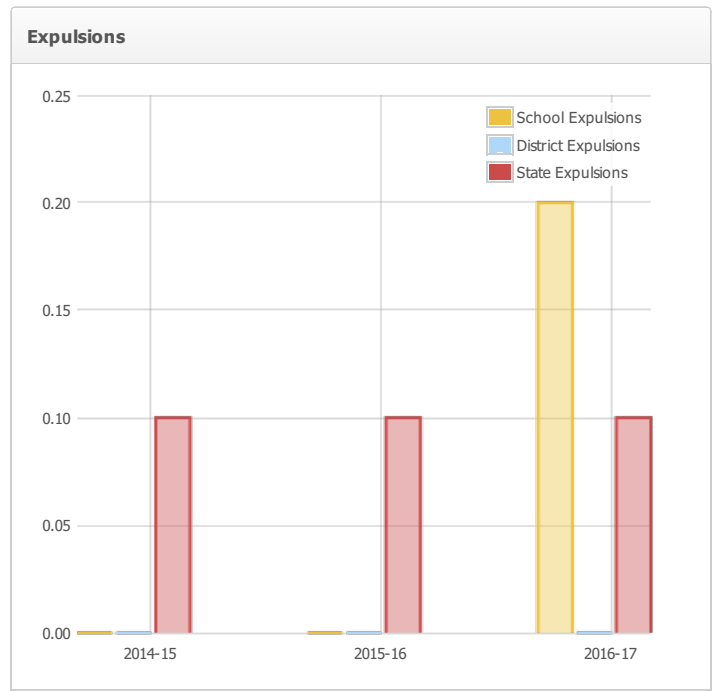
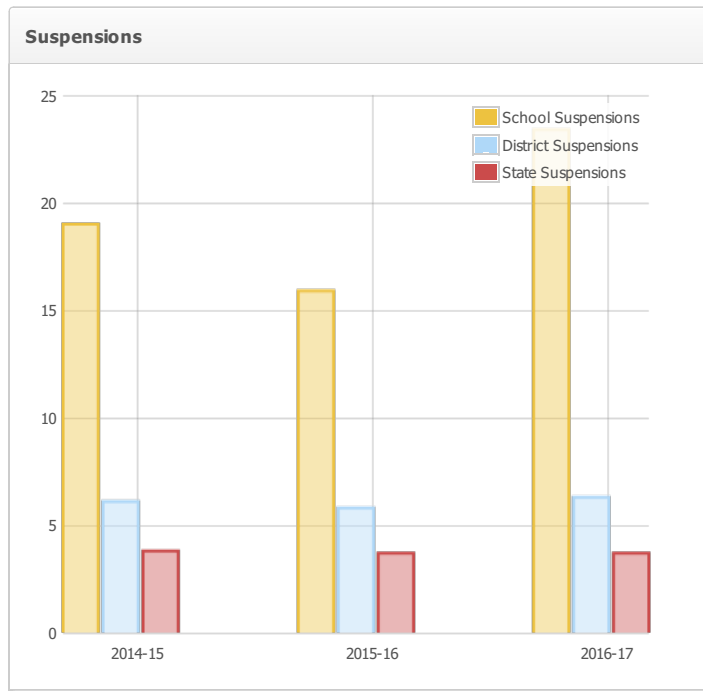
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	19.0%	15.9%	23.4%	6.1%	5.8%	6.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

PS7 has established a comprehensive Emergency Preparedness Plan designed to respond to all anticipated emergency situations that might arise, whether natural events or man-made. The plan is reviewed each year by the appropriate personnel to ensure it is up dated and current.

Additionally, PS7 has in place the following policies and procedures to ensure safety and security on campus:

- Expectations for student conduct and behavior including the Commitment to Excellence Contract and dress code
- Discrimination and harassment policy
- Disciplinary procedures including levels of discipline, suspension, expulsion and expulsion process
- Complaint procedure and policy

Last updated: 1/9/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	52
Percent of Schools Currently in Program Improvement	N/A	73.2%

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Elementary)

Average class size data was provided by the state in 14-15 and 16-17, but not in 15-16. Therefore, the 15-16 data may be based on a slightly different calculation. Also, self-contained classes at the primary school level were actually reported broken out into multiple subject courses, so these numbers may appear larger than they actually are.

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	8	0	23.0	4	12	0	22.0	6	12	0
1	28.0	0	8	0	27.0	0	10	0	23.0	0	11	0
2	27.0	0	8	0	27.0	0	12	0	24.0	0	12	0
3	28.0	0	8	0	24.0	1	11	0	24.0	0	12	0
4	28.0	0	8	0	29.0	0	12	0	26.0	0	12	0
5	27.0	0	8	0	25.0	0	12	0	26.0	0	12	0
6	26.0	0	28	0	27.0	0	28	0	26.0	0	28	0
Other	0.0	0	0	0	30.0	0	2	0	26.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Secondary)

Average class size data was provided by the state in 13-14 and 14-15, but not in 15-16. Therefore, the 15-16 data may be based on a slightly different calculation.

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	5	4	0	22.0	5	2	0	24.0	4	2	0
Mathematics	23.0	4	4	0	22.0	5	2	0	24.0	4	2	0
Science	26.0	0	4	0	21.0	4	0	0	21.0	4	0	0
Social Science	26.0	0	4	0	21.0	4	0	0	21.0	4	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

We do not have access to SCUSD's expenditures per pupil. The 200.00 percent difference is a mistake with the SARC online application. This field should be blank.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10328.0	\$2606.0	\$7722.0	\$53817.0
District	N/A	N/A	--	\$70343.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-26.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	16.1%	-38.2%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2018

Types of Services Funded (Fiscal Year 2016-17)

PS7 provides schoolwide supplemental services to assist all students in reaching grade level proficiency or above and mastering grade level content standards. These services include: More Time for instruction through an extended day and instructional support and special education services through co-teaching as well as targeted small groups. In grades 6-8 all scholars participate in a 30 minute Reading Block four days a week which provides students in the middle grades with 2 additional hours of instruction every week that is purely focused on reading. Additionally, every student is a member of a homeroom class where they receive instruction focused on character building, goal setting, health and college preparation. Every day students begin in their homeroom class and then they participate in an extended homeroom on Wednesdays where they review their grades and behavior report from the week prior, reflect on their results and then set goals for the upcoming week.

PS7 has an athletic program for grades 5-8. PS7 Middle has a girls and boys basketball and soccer team that compete in a district league. PS7 5th grade scholars have the opportunity to participate in After School soccer and basketball clubs that culminate in a tournament. All PS7 students participate in our elective program. All scholars participate in Physical Education and scholars in grades TK-5 participate in Technology while scholars in 6-8 participate in art.

The entire student population, Transitional Kindergarten through 8th grade, visit one university per year. Students have traveled to Universities throughout Northern California including UC Berkeley, Stanford, UC Davis, University of the Pacific, and Sacramento State. These "field lessons" add a valuable component to our academic program and make learning more meaningful, engaging and fun.

In addition, the school runs an afterschool program through the After School Education and Safety (ASES) Programs.

Last updated: 1/9/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

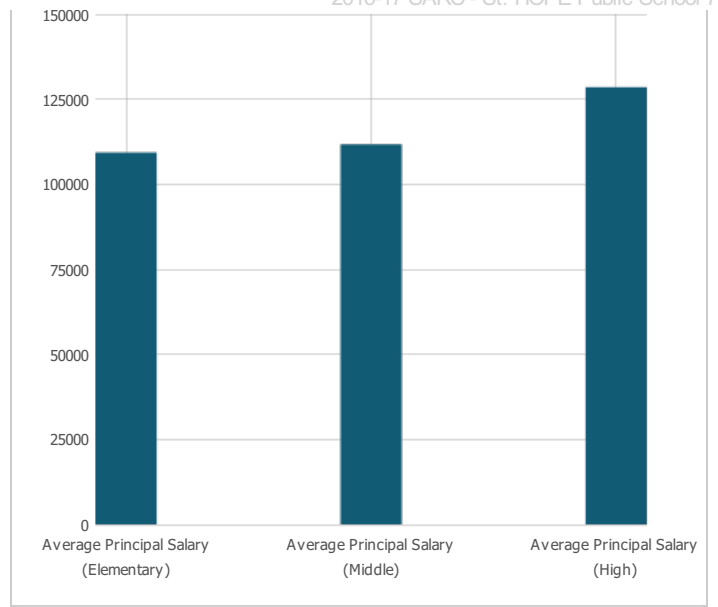
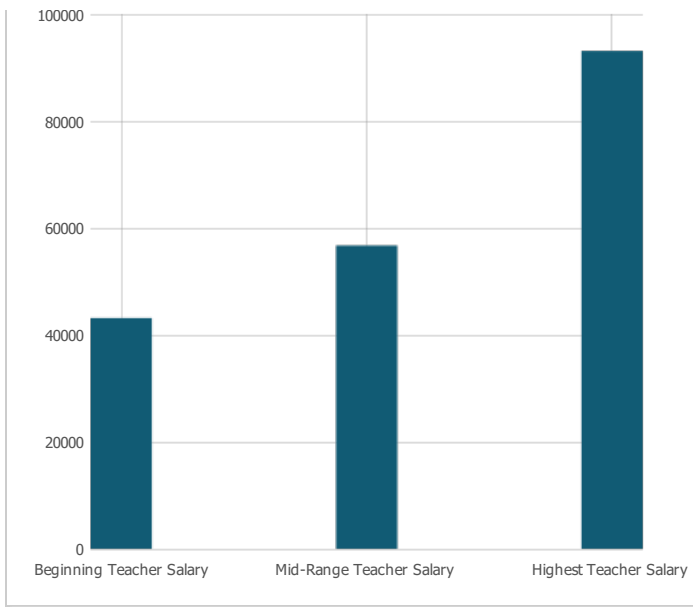
Note: District and State data is provided by the CDE and the District refers to SCUSD, not SHPS.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (Elementary)	\$109,332	\$120,448
Average Principal Salary (Middle)	\$111,735	\$125,592
Average Principal Salary (High)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of Budget for Teacher Salaries	29.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/9/2018

Professional Development

PS7 prepares and supports its teachers in a number of ways. Every summer, new and returning teachers spend almost two weeks in staff development discussing school culture, environment, expectations, and instruction.

Throughout the year, school-wide PD occurs every week. Topics for PD are determined based on teacher and school key levers and include instructional delivery strategies, maintaining strong classroom and school culture, and sharing best practices. PS7 teachers also work in grade level and department teams to analyze achievement data and student work to further develop a vision of excellence for instruction.

See below for a list of PD activities at PS7:

- 9 days prior to beginning of school year for returning staff members and 12 days prior to the beginning of the school year for new teachers
- Weekly school-wide PD
- Quarterly data analysis of benchmark exams and student performance
- 3 Professional Development days between each quarter to support teachers in planning for the upcoming quarter
- Weekly reflection conversations on student data by each teacher with feedback from academic coaches: This feedback on re-teaching strategies for students who have not demonstrated mastery of the targeted standards. This interchange between administration and teachers is a key to ensuring that students' immediate needs are being served.
- Weekly classroom observations and debriefs
- Ongoing mentoring and co-teachings
- Other as necessary (i.e., SCOE, Charter Schools Association)

Last updated: 1/9/2018